

# Engaging Students Through a Coordinated Educational Program Model

---

Professional Visit Days | November 9-10, 2023

Michael Luciani, MBA, Vice President for Student Affairs

Anna Habib, MEd, Placement Coordinator

Michaelene (Mickey) Cronin, JD, Director of Social Pragmatic Programs & Services

Tori Tilson, MA, LMHC, Director of Counseling Services

Nevada Bromley, MEd, Director of Academic Advising



# Student Profile Snapshot

- Neurodiverse students who can achieve potential with support.
- Challenges in academic achievement, participation, social skills & peer relationships.
- Atypical amounts of external support.
- Minimal identification with the school.

**Readiness, at  
some level,  
to advance.**





# Student Profile Snapshot - Barriers

- **Faculty Perceptions** - Student perception of how they would be viewed as less capable by faculty if they needed or asked for accommodations.
- **Fit of Advisors** - Understanding is needed to correctly guide students through an academic plan.
- **Quality of Support Services** - How much does it focus on “disability” vs. success?
- **College Stressors** – The intersection of neurodiversity & the campus environment.

# Core Elements of LC's Educational Program



More direct contact and individualized services.



Systems & services are coordinated across the educational program.



Shared philosophy of self-regulation & self-management.

# Social Discipline & Impact on the Brain

Challenge  
*Boundaries & expectations*

**TO**  
Punitive &  
stigmatizing

**WITH**  
Connected &  
trusting

**NOT**  
Ignoring &  
unresponsive

**FOR**  
Permissive &  
excusing

Support  
*Systems, encouragement, concern*



# Residential Life

- A focus on transition, connection, involvement, community & proficiency.
- Residential Staff charged to oversee and support individual students and the development of the areas above.
- Connection to Advising, Counseling, Health Services, Activities & Athletics, Conduct, and Academic Intervention.



# Academic Advising

**Core Advisors** use a student-centered, developmental approach to working with students, and meet with their advisees on a weekly basis.

# Student Learning Objectives

**Career Readiness**

**Self-Advocacy**

**College Resource Use**

**Strengths & Challenges**

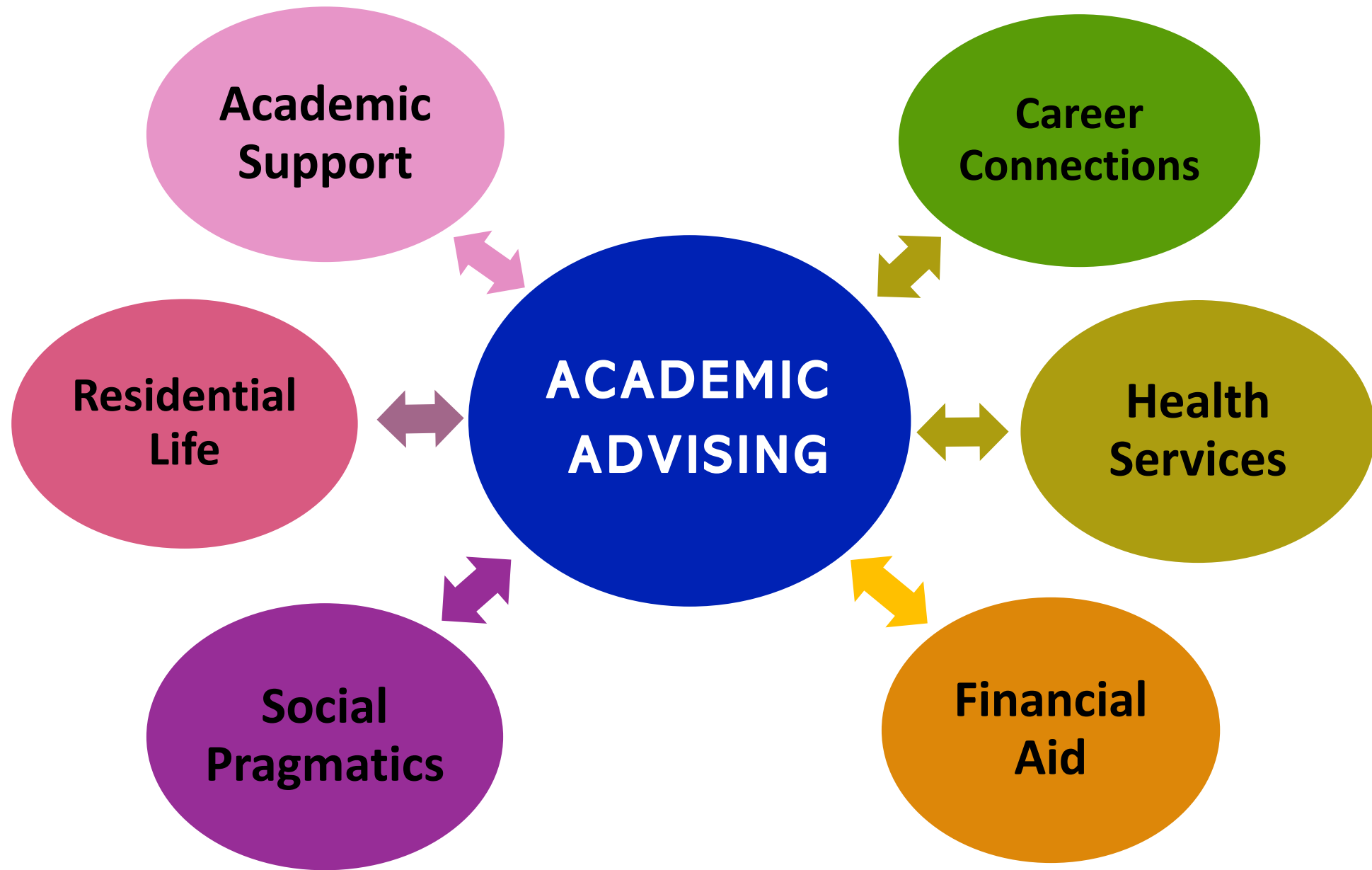
**Degree Planning**

**Study Skills & Learning Strategies**

**Goal Setting**

**Wellness**

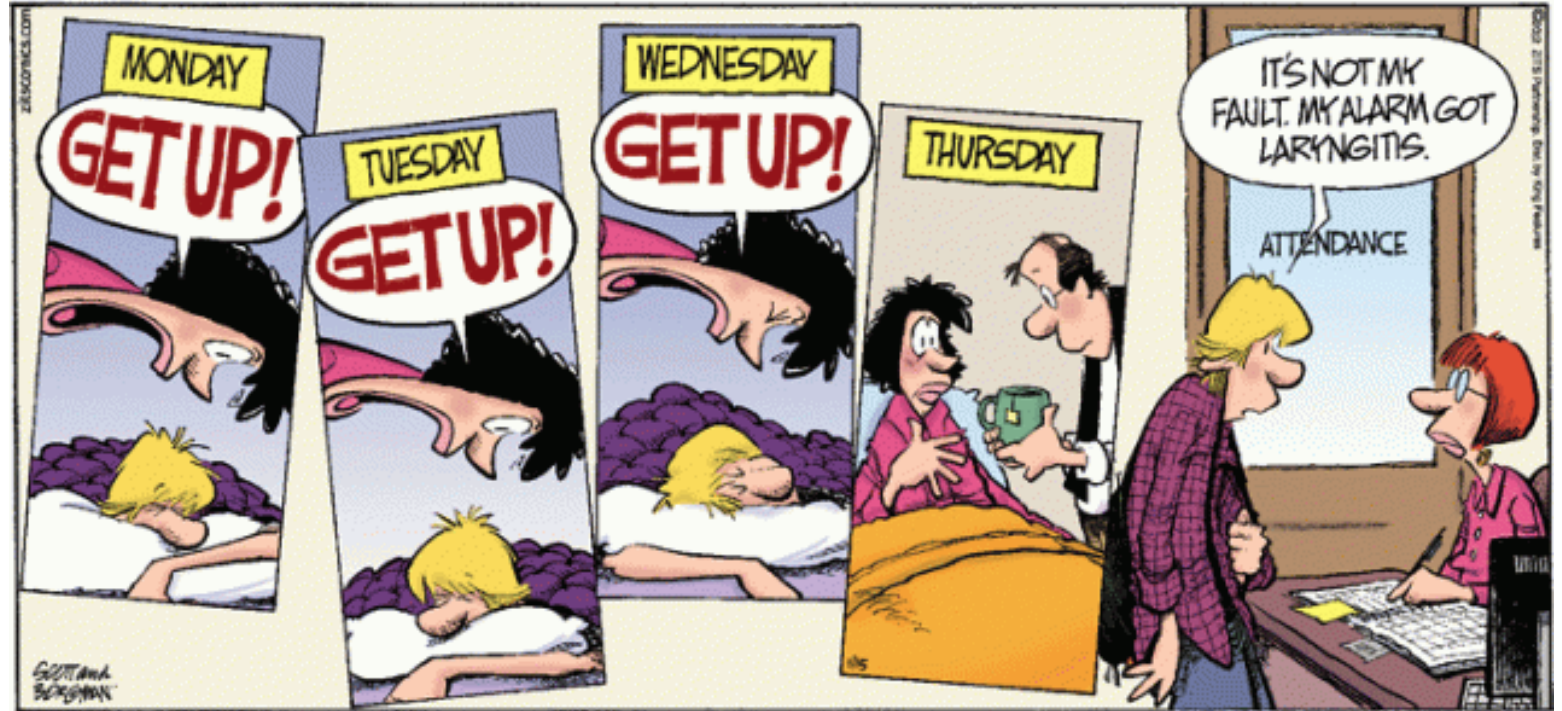




# Academic Outreach

ZITS

BY JERRY SCOTT AND JIM BORGMAN



- Transitioning to college is difficult!
- Approximately 40% of students identified in FA22 were first-year students
- Purpose is to connect students with resources and support

# Academic Engagement Indicators

Class Attendance

Grades

Faculty Notifications

- Warnings
- Comments

Canvas Information

- Missing assignments
- Last access to Canvas

Drake Center Visits

Advising Engagement

- Attendance
- Comments



## Other Considerations:

- Class level
- Academic standing
- Repeating WRT
- Prior interaction with Academic Outreach Team

# Academic Outreach Notifications

## Action 1

Notification to meet with an academic advisor to create an

**Academic Success Plan**

### Criteria:

Two or more failing grades and/or excessive absences

## Action 2

Notification of scheduled Drake Center Support

### Criteria:

Not following Academic Success Plan; No improvement in grades and/or attendance

## Action 3

Notification of meeting with AOT

### Criteria:

Not attending Drake Center support; No improvement in grades/attendance

## Action 4:

Notification of meeting with the VP or AVP for Academic Affairs

### Criteria:

Lack of engagement across areas (e.g., missing advising, class, Drake Center, etc.)



# Drake Center for Academic Support

- Environment to work with staff or independently
- 1:1 and drop-in support
- Support is based on individual student need
- Tracked participation & goals in *Student Central*
- Discipline-specific and skills-based support





# Counseling & Wellness

- Counseling department structure
- Scope of mental health services to students
- Consultation & referrals with faculty & staff
- Outreach & Programming



# Social Pragmatics

- Additional support to help neurodivergent students make friends, manage transitions and find a supportive, accepting community.
- Work closely with residential life, student affairs, and advisors to help students make these connections and honor their choices.
- Process
  - Preparation
  - Instruction
  - Engagement
  - Support

Time for

Questions